

## Berry Shoals Intermediate

300 Shoals Road  
Duncan, South Carolina 29334

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	797 Students	
<b>Principal</b>	Dr. Kathy Good	864-949-2300
<b>Superintendent</b>	Scott Turner	864-949-2350
<b>Board Chair</b>	Bo Corne	864-949-2350

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	42	10	0	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	No
<b>2005</b>	Good	Below Average	No

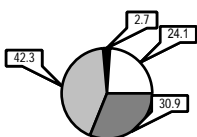
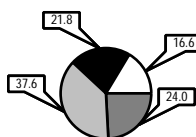
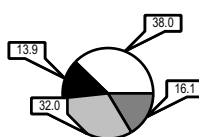
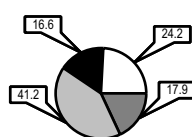
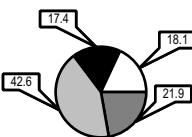
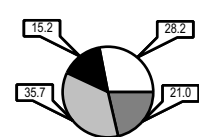
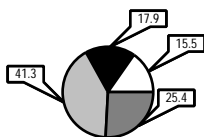
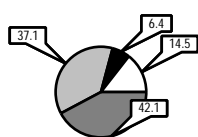
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	787	99.9	24.0	42.4	31.0	2.7	45.6	Yes	Yes
<b>Gender</b>									
Male	397	99.8	29.4	42.5	25.7	2.4	39.3		
Female	390	100.0	18.5	42.2	36.3	3.0	51.9		
<b>Racial/Ethnic Group</b>									
White	525	99.8	19.4	40.2	37.0	3.4	53.2	Yes	Yes
African American	201	100.0	37.6	43.4	18.5	0.5	27.5	Yes	Yes
Asian/Pacific Islander	29	100.0	7.7	69.2	15.4	7.7	50.0	I/S	I/S
Hispanic	30	100.0	31.0	51.7	17.2	0.0	24.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	674	100.0	16.6	44.5	35.7	3.1	52.2		
Disabled	113	99.1	67.6	29.6	2.8	0.0	6.5	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	787	99.9	24.0	42.4	31.0	2.7	45.6		
<b>English Proficiency</b>									
Limited English Proficient	30	100.0	35.7	50.0	14.3	0.0	28.6	I/S	I/S
Non-Limited English Proficient	757	99.9	23.5	42.1	31.6	2.8	46.2		
<b>Socio-Economic Status</b>									
Subsidized meals	299	99.7	39.1	41.7	18.5	0.7	29.0	Yes	Yes
Full-pay meals	488	100.0	15.1	42.8	38.3	3.8	55.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	787	100.0	16.6	37.6	24.0	21.8	56.4	Yes	Yes
<b>Gender</b>									
Male	397	100.0	16.5	33.9	25.1	24.5	60.3		
Female	390	100.0	16.7	41.4	22.8	19.1	52.4		
<b>Racial/Ethnic Group</b>									
White	525	100.0	12.0	34.1	26.9	26.9	65.3	Yes	Yes
African American	201	100.0	31.2	46.6	12.2	10.1	31.2	Yes	Yes
Asian/Pacific Islander	29	100.0	3.8	26.9	42.3	26.9	76.9	I/S	I/S
Hispanic	30	100.0	13.8	51.7	31.0	3.4	44.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	674	100.0	11.9	35.9	27.0	25.2	63.2		
Disabled	113	100.0	44.0	47.7	6.4	1.8	16.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	787	100.0	16.6	37.6	24.0	21.8	56.4		
<b>English Proficiency</b>									
Limited English Proficient	30	100.0	17.9	42.9	39.3	0.0	46.4	I/S	I/S
Non-Limited English Proficient	757	100.0	16.6	37.4	23.4	22.7	56.7		
<b>Socio-Economic Status</b>									
Subsidized meals	299	100.0	29.2	47.3	17.0	6.5	36.1	Yes	Yes
Full-pay meals	488	100.0	9.1	31.9	28.1	30.9	68.3		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	787	100.0	38.0	32.0	16.1	13.9	30.0
<b>Gender</b>							
Male	397	100.0	38.1	28.8	16.5	16.5	33.1
Female	390	100.0	37.9	35.2	15.6	11.3	26.9
<b>Racial/Ethnic Group</b>							
White	525	100.0	29.3	32.9	19.8	18.0	37.7
African American	201	100.0	61.9	27.5	7.4	3.2	10.6
Asian/Pacific Islander	29	100.0	23.1	38.5	11.5	26.9	38.5
Hispanic	30	100.0	44.8	41.4	10.3	3.4	13.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	674	100.0	31.7	33.9	18.3	16.1	34.5
Disabled	113	100.0	75.2	21.1	2.8	0.9	3.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	787	100.0	38.0	32.0	16.1	13.9	30.0
<b>English Proficiency</b>							
Limited English Proficient	30	100.0	50.0	35.7	7.1	7.1	14.3
Non-Limited English Proficient	757	100.0	37.6	31.8	16.4	14.2	30.6
<b>Socio-Economic Status</b>							
Subsidized meals	299	100.0	53.1	34.7	9.0	3.2	12.3
Full-pay meals	488	100.0	29.1	30.4	20.2	20.2	40.4

<b>Social Studies</b>							
All Students	787	100.0	24.2	41.2	17.9	16.6	34.5
<b>Gender</b>							
Male	397	100.0	23.2	40.0	17.9	18.9	36.8
Female	390	100.0	25.3	42.5	18.0	14.2	32.3
<b>Racial/Ethnic Group</b>							
White	525	100.0	20.6	38.7	20.6	20.2	40.7
African American	201	100.0	37.0	46.6	10.1	6.3	16.4
Asian/Pacific Islander	29	100.0	3.8	34.6	34.6	26.9	61.5
Hispanic	30	100.0	24.1	55.2	10.3	10.3	20.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	674	100.0	18.8	41.8	20.4	19.0	39.3
Disabled	113	100.0	56.0	37.6	3.7	2.8	6.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	787	100.0	24.2	41.2	17.9	16.6	34.5
<b>English Proficiency</b>							
Limited English Proficient	30	100.0	21.4	50.0	17.9	10.7	28.6
Non-Limited English Proficient	757	100.0	24.3	40.9	17.9	16.8	34.8
<b>Socio-Economic Status</b>							
Subsidized meals	299	100.0	36.8	44.8	11.2	7.2	18.4
Full-pay meals	488	100.0	16.8	39.1	21.9	22.1	44.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	236	100.0	15.3	32.2	49.6	3.0	52.5
	5	281	100.0	23.7	48.0	27.2	1.1	28.3
	6	254	100.0	31.1	45.0	19.9	4.0	23.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	261	99.6	24.6	37.5	35.8	2.1	37.9
	5	233	100.0	19.6	44.2	34.8	1.3	36.2
	6	293	100.0	27.0	45.0	23.8	4.3	28.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	236	100.0	12.7	41.9	27.1	18.2	45.3
	5	281	100.0	25.8	37.3	17.6	19.4	36.9
	6	254	100.0	13.9	38.6	27.5	19.9	47.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	261	100.0	17.8	33.6	27.4	21.2	48.5
	5	233	100.0	17.4	40.6	19.6	22.3	42.0
	6	293	100.0	14.9	38.7	24.5	22.0	46.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	261	100.0	40.2	31.1	16.6	12.0	28.6
	5	233	100.0	35.7	33.9	13.4	17.0	30.4
	6	293	100.0	37.9	31.2	17.7	13.1	30.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	261	100.0	16.6	42.3	22.0	19.1	41.1
	5	233	100.0	22.3	43.3	16.1	18.3	34.4
	6	293	100.0	32.3	38.7	16.0	13.1	29.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 797)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.3%	Up from 0.0%	2.2%	3.0%
Attendance rate	97.2%	Down from 97.3%	96.6%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.4%	Up from 1.3%	2.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.4%	Up from 1.3%	2.0%	3.2%
Eligible for gifted and talented	25.1%	No change	20.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.2%	Down from 12.8%	7.2%	8.2%
Older than usual for grade	0.8%	Up from 0.5%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	No change	0.0%	0.0%
<b>Teachers (n= 59)</b>				
Teachers with advanced degrees	72.9%	Up from 72.4%	55.1%	52.6%
Continuing contract teachers	88.1%	Up from 87.9%	86.6%	83.3%
Highly qualified teachers	89.3%	Down from 92.3%	94.6%	93.5%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.6%	N/A	87.4%	87.0%
Teacher attendance rate	95.9%	N/R	95.5%	95.0%
Average teacher salary	\$44,173	Down 0.6%	\$42,969	\$41,703
Prof. development days/teacher	12.8 days	Up from 10.2 days	11.8 days	12.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 16.9 to 1	20.2 to 1	18.8 to 1
Prime instructional time	92.3%	N/R	90.8%	89.8%
Dollars spent per pupil*	\$5,999	Up 3.3%	\$5,794	\$6,242
Percent of expenditures for teacher salaries*	71.4%	Up from 70.7%	68.0%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	98.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.5%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Berry Shoals Intermediate School is one of two Intermediate schools serving grades four, five and six. The school houses approximately 785 students served by 77 faculty and staff members. Berry Shoals receives fourth graders from all four district elementary schools. We have twelve fourth grade, twelve fifth grade, and twelve sixth grade classrooms. All students are taught by a two-member teaching team. Two self-contained classrooms serve learning and emotionally disabled students. Our classrooms are housed in six instructional wings, each named after one of the six edible berries. These halls are separated by grade level. Students participate in physical education, art, drama and the computer lab. Fifth and sixth grade students also have the opportunity to select a performing arts class such as band, orchestra, chorus/music, art and drama for the year. The school is developmentally appropriate for children in that we meet their needs in transitioning from elementary to middle school. We promote high academic standards, socially acceptable behaviors, and an understanding of cultural differences.

The school community is comprised of a wide variety of families with incomes at many levels. Over 33% of our students participate in the free/reduced breakfast and lunch program. There are many outstanding local resources and agencies available that work directly with many of our families. We are fortunate to have a large number of local, national and international businesses that support the school located in our district.

Berry Shoals adopted a school theme for the 2004-2005 school year which challenged every student to "Bee their Berry Best." In keeping with our theme, the most important achievement for us at Berry Shoals this past year was that almost 50% of fourth and sixth grade students scored proficient or advanced on the 2004 PACT test. Aside from the academic programs, the successes this year at Berry Shoals included a wonderful PTO and SIC; an academic tutorial program; a wide variety of student programs; family nights; technology, reading and science nights; and numerous fine arts performances. Many students received rewards or honors in the arts and sciences. In addition to these many teacher and student honors, Berry Shoals is also proud to have the Lt. Governors Writing Award District Five winner, the Sam's Club of America's county "Teacher of the Year," and the school district Support Person of the Year. Berry Shoals had four teachers selected to be in the Who's Who in Education. The school newsletter and Web site were recognized as winners in the rewards for Excellence program in the SC NSPRA organization.

In planning next year, we will support parents and the community in promoting school citizenship and manners with our students as we all will be "Minding our Manners."

Dr. Kathy Good, Principal  
Emily Shields, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	57	279	218
Percent satisfied with learning environment	100.0%	95.3%	89.6%
Percent satisfied with social and physical environment	100.0%	94.2%	87.5%
Percent satisfied with school-home relations	92.9%	96.0%	75.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.